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ABSTRACT

This manual, one of seven related documents, provides step-by-step guidance in decision-making to help school officials implement a newly adopted program. Part 1--preimplementation--looks at the people, resources, and processes necessary for effective implementation planning. Part 2--implementation--outlines a sequence of steps and tasks for actually getting the program started. Both parts contain checklists to help implementors keep track of activities and schedules. (Author/LD)

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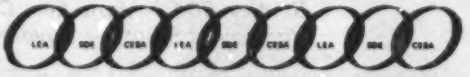
Implementation
A Guide

RESEARCH AND DEVELOPMENT UTILIZATION PROJECT

GEORGIA DEPARTMENT OF EDUCATION



EA 012 359

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IMPLEMENTATION: A GUIDE

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INTRODUCTION

No document can be comprehensive about implementation or any other phase of the educational planning process. This guide is an attempt simply to generate an awareness of a few of the more troublesome aspects of the implementation of new educational programs or products. This effort is a compromise between comprehensiveness and the limited time project leaders might have to read such a document.

The educational improvement process can be reduced to five major questions:

(1) **What is the problem (and what causes it)?** This question corresponds to the needs assessment.

(2) **What are the methods or alternatives for solving it?** This is answered by the generation of possible solutions.

(3) **Which of the methods or alternatives is best suited to solving your problem(s)?** This corresponds to the solution selection.

(4) **How are you going to use the method or alternative so that the problem is addressed?** This is the implementation phase.

(5) **How will you know when you have accomplished what you set out to do?** This is evaluation, both summative and formative.

This guide focuses on question four, the implementation phase of an educational improvement.

The wording of the question tells us some things about this part of the planning process. First, the expected outcomes should be agreed on before work begins toward those outcomes. One of the major causes of difficulty in implementation — indeed, in planning — is a lack of clear ideas about what is to happen, when it is to happen and who is responsible for doing it. Second, the question implies that the project chosen is the result of someone else's previous attempt to deal with similar problems. Third, before any significant progress can be made toward solving the problem, it will be necessary to establish methods for getting things done and for dealing with resources and people.

Implementation is made difficult not only by problems unique to this phase of planning but by the very nature of the planning process. The consequences of any shortcomings or neglected tasks from earlier phases will show up now. If the project or selected solution doesn't match the real problem(s) — because of an inadequate needs assessment or an insufficiently defined problem — this will show up in implementation. If the selected solution doesn't treat the causes of the problems — because the causes of an otherwise adequately defined problem were not addressed — implementation becomes an even tougher set of tasks.

Some of the problems inherent in implementation require special attention from a project leader, that person responsible for determining who will be involved and to what extent, for establishing a communications system and for creating a realistic timeline that will deal with issues, events, products, and evaluation. In addition, he/she is responsible for determining what resources are going to be needed and where they will come from. The project leader is also responsible for securing the commitment to provide those resources from those who control them. The project leader may need to generate short-term outcomes for those who have questions about what the project is expected to achieve. Long-term objectives might also be necessary to help gain commitment from leadership persons who deal tangentially with the project. The project leader will have to determine whether or not the project violates local value systems, if this was not considered in the solution selection, and will have to devise means for dealing with the difficulties that will surely arise from such violations. For example, if the selected solution

calls for cross-grade grouping and community members or the building principal are opposed to this practice, a method of resolution will need to be formulated. If the project is to be done on a pilot basis, expansion of the project into other sites must be addressed. If expansion isn't done within a two- or three-year period, the original site may die from lack of support. Many of these decisions may not be made by a project director alone. Task forces, steering committees and advisory groups may and should share in the decision-making. But invariably there must be one person who has the responsibility for making all the many parts work together smoothly, and this guide is directed oward that person.

A special word of caution is in order for curriculum directors who may find themselves project leaders. When things really begin to change with the project's implementation, pre-established lines of communication and authority may be challenged to some degree. The superintendent's position should be one of public support for the curriculum director with regard to the project and its installation. In many cases, principals may not feel pressure to follow instructions from a curriculum director. This may create difficulties in carrying out implementation. The selected project must have *obvious* backing from the superintendent's office, and it must be understood that the director is operating with the superintendent's approval and support. This approval and support is more easily obtained and maintained if the superintendent is kept informed as to the progress of the project. Persons in positions of responsibility do not like surprises. Keep the superintendent informed.

Although the following discussion has been divided into the two major time areas of **pre-implementation** and **implementation,** this guide is organized not to address items or issues chronologically but to address the various components of these phases. Pre-implementation will be examined through the three components of **people, resources** and **processes.** These three were picked because they form a framework useful in developing strategies and anticipating problems during pre-implementation. **Implementation** is viewed through the components of **monitoring, communicating** and **re-grouping.** These functions are predominant in this part of planning.

PLANNING TACTICS

"Essentially, there are five kinds of tactics that can be used, singly or in combination . . . for introducing and implementing change:

Information/linkage tactics, which stimulate, motivate, or fuel the change effort by providing pertinent information.

Product/development tactics, which involve developing or modifying products, the use of which is consistent with a particular change effort

User/involvement tactics, which are aimed at having the potential user commit himself to change through his own behavior and involvement

Training/installation/support tactics, which provide assistance and skills necessary to or facilitative of change

Legal tactics, which set up regulations or arrangements that have the force of law and thereby mandate change."

GERALD ZALTMAN, DAVID FLORINO, & LINDA SIKORSKI. **Dynamic Educational Change.** New York: Free Press, 1977, pp. 92-98.

PRE—IMPLEMENTATION

Pre-implementation is what happens *after* a project or solution which will address the identified problem(s) is selected and *before* anything is actually done about putting that project into operation. Pre-implementation, then, is the planning for implementation of a specific solution. Each prospective solution has needs that are peculiar to it. During pre-implementation, project leadership must be sure that those peculiarities are considered.

A good way to begin pre-implementation is to find a first-generation adopter of the project under consideration and talk to the project staff. The project developers were probably consulted during solution selection, but talking to people with adoption experience in the same project can be invaluable at this point. First-generation adopters can be a great resource in anticipating problems and recommending tentative solutions to them. This can help in avoiding mistakes someone else has already made. For example, communication with the project developers may have been misleading. In one case, the cost to duplicate project materials was given to a prospective adopter as six cents per student per lesson. Yet when a school printer was approached by the adopter, the estimated printing cost was over $33,000. Since the new adopter's entire budget was only $14,000, the frantic adopter checked again. He discovered that the developers had their own printing press, and their school system furnished them paper at no cost. One way to avoid such situations is to talk early in the project to a first-generation adopter as well as to developers.

Another reason to talk with someone experienced in adoption of a given project is to check envisioned outcomes. Are they realistic? Can they be achieved in the projected timeframe? In discussions with adopters, however, keep in mind that adopters invariably make modifications specific to their own situations. As much attention should be given to the merit of using adopter-strategies as to using developer-strategies. In both cases, the potential adopting group should evaluate changes for pertinence to their own specific situation.

People

During pre-implementation, a project leader's personnel task is much like that of the producer of a stage show. The script must be read and a list of needed characters made. Once the decisions have been made about people who will take part in the production, the skills needed to perform each role must be described. If the person who is to assume a given role feels, or is felt by others, not to have the necessary skills, training must be scheduled for that person.

Clear expectations are critical to the success of any project. Each person must be aware of the part he/she will have in the project, the expectations that go along with the part, the contributions they will be expected to make, and how those will be evaluated. If time permits, written job descriptions should be completed for each participant or category of participants. Each project teacher, consultant, evaluator and administrator should know as far in advance as possible exactly what he/she will be expected to do. This aspect of pre-implementation will pay dividends during implementation by removing confusion or misgivings about direction and objectives. The personalities of those to be involved in the project should also be considered. Sometimes two individuals, who have all the skills needed to perform two related roles, are put together and constitute a complete disaster. Personality conflicts and philosophical differences should be identified in pre-implementation, and some method for dealing with them established *before* problems arise.

> "Nothing ever built arose to touch the skies unless some man dreamed that it should, some man believed that it could, and some man willed that it must."

Resources

Another issue to be addressed in pre-implementation is resources. What resources will the selected project require? Are those resources available locally? Does the superintendent support the project by agreeing to supply the needed resources? Can he or she be counted on for support if that means re-allocating local resources earmarked for other uses? Project leadership should anticipate resource needs and create a general timeline to show when those needs must be met. This should have been addressed during solution selection as well, but pre-implementation calls for more detail and more precision about types, amounts and the times that resources will be needed.

If detailed attention is not given to resource needs, problems are bound to arise. In one situation, the project director allocated ample funds for materials during the first year of the project but did not provide enough for the second year. Because of that, the paper needed to duplicate project materials ran out in October of the second year. The project director approached the superintendent about purchasing additional paper with local funds. The additional expenditure of local money had not been anticipated by the superintendent. As a result, the project director received less money than was needed. He then had to advise project instructors to cut back on paper use or to beg, borrow and steal paper from their local schools. They did both, which meant they were unhappy at having less paper than they needed and the schools were unhappy because their year's allotment of paper began to disappear in a hurry. Complaints that followed were laid to a "weakness of the project." In fact, the problem was created by failure to anticipate a need and to allocate sufficient resources.

Process

Anticipation is the key to pre-implementation, as can be seen clearly in one other pre-implementation component: process. Process means *how* a task is done: By what means will the necessary events occur if implementation is to happen? How will decisions be made and by whom? Are there methods for gathering data to help make those decisions?

The creation of short-term goals for the project may be indicated. For example, the step from traditional classrooms to continuous progress is a long one, so some short-term, interim steps might be set up for schedule checks and for providing a sense of accomplishment to project participants. Such interim steps might be, for example, cross-grade grouping, the creation of an objective-based curriculum document (a necessity in a continuous-progress program), the creation of a student profile sheet showing the objectives achieved and those not achieved, or a schedule sheet indicating an increased use of media materials. By whatever means, breaking up long-term expectations into several short-term sequences can provide a better working atmosphere by producing more satisfied participants and providing formative evaluation steps built into the routine. The project leadership and participants should be aware of any interim steps that are set up, so that when these steps are completed, everyone will know about it. Publicize the completion of these steps to the community, parents, and other affected groups so that they, too, will have the feeling that something is happening as a result of this project.

Evaluation in both forms — formative and summative — will have to be built into project procedures. For a number of reasons, such as state and Federal mandates and project requirements, summative evaluation seems to receive most attention. (If this is a Title IV, Part C, effort, the summative evaluation must be specified on the application.) This can be done with standardized instrumentation or with some locally generated measure. If a locally generated instrument will be used, ample time must be allowed for its development. An outside consultant may be needed to help with this task. Formative evaluation seems to be the part of evaluation that is most frequently neglected but even more critical than summative evaluation to the success of the project. Be *sure* there is a comprehensive plan for formative evaluation designed into the implementation plan. Many of the recommendations made later about monitoring and communicating are formative evaluation techniques.

One effective means of taking care of process needs is through a steering committee. The steering committee needs representation from all affected groups. Teachers, media specialists, special education instructors, parents, students, and administrators, as well as any others who are to be a part of the project, need to be represented on a steering committee. Such a group can help with decision making, resource commitment, publicity, staff training, setting timelines, listing task sequences, communicating with project participants and monitoring project progress.

Such a group should be set apart, with the functions of planning and monitoring. Someone else should have the primary responsibility for implementing their plans. If the group responsible for planning has to do the other things associated with implementation, time devoted to the planning function is reduced accordingly. Projects seem to go more smoothly if these two functions are separated. One way to handle this is to create sub-committees as needs arise. In this manner continuity is maintained by the steering committee. This arrangement has an added benefit of involving more people and producing more of a feeling of ownership. Even if steering committees are representatively formed, leaving the *total* project to them does little to foster the kind of ownership that is going to be necessary if the project is to succeed.

If such steering committees are used, each participant should understand the bounds of authority and responsibility. Does the group have delegated authority or is it advisory only? Can it establish sub-committees as needed or only recommend their establishment? Does the group report to the project director or directly to the superintendent? Such questions need to be answered for the committee members so that they know exactly where they stand. This also helps relate the committee to the already-existing structure of the school system. In one instance, an advisory group formed for a previous operation was incorporated into a needs assessment effort as a project task force. During the course of deciding which need would be addressed, the task force established career education as its highest priority. After months of work toward career education, one building administrator suddenly announced in a regular meeting that he was going to initiate instead a reading program in his school, and the others in the task force could do what they wished with the rest of the system. The task force acquiesced and voted to conduct a project targeting reading, abandoning several months of work in career education with little or no resistance. Why? All the needs assessment data gathered by the task force and by the various sub-committees indicated that the higher priority was career education. A post-mortem revealed that the instructional members of the group did not feel that they had the authority to go against an administrator's wishes, and the building administrator did not feel that the task force had any right to tell him what would happen in his building. In short, too little communication plus vague role descriptions caused a great deal of wasted time and effort.

A final note to project leaders who have the job of selecting the members of a steering committee: Do not feel that you have to be democratic. Pick those who will work. Select members from the various groups who have credibility within their own groups and will communicate with these groups. Pick members who get along well with others. In other words, in choosing a steering group, do everything possible to sway the odds in favor of having a successful project.

PRE-IMPLEMENTATION CHECKLIST

The final task of the pre-implementation process is to be sure that the planning group has addressed all necessary activities in preparation for implementation. Presented below is a checklist of twenty questions covering the major tasks of pre-implementation. Either the project director or the implementation steering committee should be able to answer "yes" to all twenty statements. If any receive a "no" response it may be necessary to stop and take care of that task before going on. These twenty tasks have been agreed upon by a considerable group of local school systems conducting pre-planning for implementation to be the absolute *minimum* in the process. Leaving out one of the tasks is a matter for serious consideration. Finally, not only should each task be checked for completion, but the project director or committee should consider the *extent* to which each task has been completed. If any task did not produce the desired outcome, it may be necessary to repeat it or devise another strategy for gaining the same end.

YES	NO	HAVE YOU . . .
☐	☐	1. placed on paper, using the greatest possible precision of language, a statement which describes your expectations of the project?
☐	☐	2. made a list of project tasks and placed them on a timeline?
☐	☐	3. generated short-term objectives or interim tasks, products or events?
☐	☐	4. created a management structure and delineated the responsibilities of leadership persons?
☐	☐	5. listed resources which will be needed, determined the sources, located suppliers and indicated on the timeline when these resources will be needed?
☐	☐	6. made a list of the roles of project participants and written job descriptions for those roles?
☐	☐	7. informed all project participants of your project expectations?
☐	☐	8. tapped into the local media for publicity about the project?
☐	☐	9. generated a communications network between and among project groups?
☐	☐	10. informed the community of what to expect from the project?
☐	☐	11. determined what staff training might be needed, identified consultant assistance, specified a time for training and notified participants of these details?
☐	☐	12. located a reliable first-generation adopter for an exchange of ideas?
☐	☐	13. made a list of the facilitating forces for this project and of the forces which might oppose it?
☐	☐	14. made sure that the superintendent understands the project, its implications and potential for disrupting the status quo?
☐	☐	15. involved all affected groups in the decision-making process?
☐	☐	16. outlined a project budget?
☐	☐	17. developed a formative and a summative evaluation plan?
☐	☐	18. taken steps to generate enthusiasm for the project?
☐	☐	19. considered a special presentation to your Board so that they understand what is to be done and why?
☐	☐	20. double-checked to see that the planning (which is pre-implementation) needed for a successful implementation has been done?

"If I have any success, it's due to luck, but I notice the harder I work, the luckier I get."

IMPLEMENTATION

As was mentioned earlier in the guide, implementation will be explored using the three components of (1) **monitoring,** (2) **communicating** and (3) **regrouping.** Each of these components will be examined here individually, but the three will at times be so interrelated that separation of them will be impossible (and undesirable).

Monitoring

Monitoring is being sensitive to the status of various facets of the project. It can be thought of as keeping a finger on the pulse of progress. How do project participants feel about the project? How are resources holding out? Are the instructional methods functioning as they were envisioned to function? To use a medical analogy, monitoring is knowing the conditions of the patient. Heartbeat, respiration, blood pressure — all these are essential bits of information that the doctor uses to determine how well the patient is progressing and what the prognosis might be for tomorrow. The project director needs similar information about the project, and for similar reasons.

Just as the physician has instruments which indicate those human vital signs, so the project director has means at his/her disposal for accumulating project data. Vital statistics can be gathered in numerous ways. Steering committees, advisory groups and task forces have been mentioned in earlier sections as good management devices. They are also useful in monitoring. Group representatives can convey to project leadership the feelings of that group about project progress. Disenchantment with any given aspect of the project can also be communicated. Needs can be identified more quickly sometimes by project participants than by project leadership. Having someone in each building or from each participant group can significantly facilitate the monitoring function.

Monitoring extends to every facet of a project, particularly at the onset, and is continued throughout the project period. The pre-implementation components of *people, resources* and *processes* must continue to be watched closely. The project is something new, and new things sometimes don't function as they are expected to, even when planned very well. Key rules are, "don't assume," and "don't take for granted." Time free from dealing with problems should be spent speculating about the problems that will occur next week and how they might be solved. As Murphy's Law says, "when nothing can go wrong, something will." In spite of a project leader's best efforts, problems will arise. Effective monitoring means that potential problems are seen in advance and unexpected ones are quickly detected. This helps keep unpleasant experiences to a minimum, an important principle since initial impressions may linger long after the circumstances change. Early detection simply means dealing with program gaps and unresolved questions earlier when they are easier to resolve.

The transition from pre-implementation to implementation is marked by involving greater numbers of persons in the project. Project participants who have only been communicating with a steering committee representative now become actively involved. This means that attention must be given to being sure that everyone now understands as much as possible about the project. They ask, "Why are we doing this? What are we expected to do? Why is this better than what we were doing? Why are you causing me to change the way I've been doing things?" Even if the questions are not asked out loud, the greater the departure the project represents from previous practice, the more prevalent the questions will be. Project leadership must be very sensitive to those who have difficulty accepting the changes brought about because of the project but who may say absolutely nothing. They may just let their frustrations fester and explode when the first semi-legitimate difficulty comes along. The community may also have questions about what is being done. Parents of students who are involved may know that their children are doing some things differently but have little notion as to why.

From what has been said so far, it might be assumed that the monitoring function is largely a "people" component. That is true. The technology and the methods built into a project contribute far less to success or failure than do the people involved. If people know what they are to do and what others are doing, solutions to those inevitable problems are easier to generate and put into action. However, there are other aspects of a project which need monitoring by project leadership.

Staff training needs will have to be monitored. Has the planned staff development done what it was supposed to do? If not, why not? Were the trainers adequate for the task? If they were not, who else might be brought in? Are there local folks who might do as good a job as an outsider? If there are, use them — it's better PR and they know the local circumstances which might affect project performance.

Resources were discussed earlier in relation to pre-implementation. In that context, anticipation was noted as the key. In implementation the emphasis is on availability and appropriateness of the supplied resources. Questions to be monitored are, "Are the resources which were identified during pre-implementation now on hand for teacher use? Are they the right resources needed by the project instructors? Is the quality of the resources what it should be?" Project leadership should keep about two weeks ahead of schedule in providing resources and should be able to make arrangements for quick adjustments in the location and quantities of resources.

Monitoring and communicating can be opposite sides of the same coin. The same mechanisms which allow a project leader to monitor can also allow him/her to communicate. This is especially true if a representative steering committee or advisory group is utilized. Information flows from participants to project management (monitoring), and information flows back to project participants (communicating). Conversely, participants may monitor the effectiveness of project leadership and then communicate the resulting opinions. The details of this process are elaborated in the next section on communication.

Communication

This is the function that holds everything together. It allows the monitoring to occur, and it facilitiates alterations that are needed from time to time. In many ways, communication is the "glue" for implementation. Breakdowns in communication account for a high percentage of the difficulties encountered while implementing a project. Misunderstanding and misinformation are two of the project director's worst enemies, and they both are obviously related to communications. The free flow of information between and among the various clusters of participants is essential if the potential that any project has for contributing to an educational program is to be realized.

Information from participants is necessary if a project director is to manage an implementation successfully. A steering committee can be a big help as a communications network to channel feedback to the director. Committee members can answer questions from their respective groups, discussing the questions first with the steering committee or sub-committees and being sure there is consistency in the answers given. Steering committee members can also communicate about resources. If a member senses that something is amiss, he or she should let the project leader know. This is not difficult to promote if the committee membership is convinced that the project leader really wants their assistance and input.

> "A research problem is not solved by apparatus; it is solved in a man's head."
>
> "We should all be concerned about the future because we will have to spend the rest of our lives there."

The steering committee should have a representative at each building site involved in the project or an advisor placed in each building to work with the steering committee. Arguments can be made that this primary contact person should be the principal. There are also arguments that, due to the schedule problems of most building administrators, the building representative should *not* be the principal. Considering all arguments, those favoring someone other than the principal are stronger.

A project director should recognize that any number of factors may be involved in determining the quality of communications that occur as implementation proceeds. Attitudes, opinions, biases and emotions such as fear and anger alter both what is said and what is heard. Clear communications depends upon both the sender and the receiver being aware of as many influencing factors as possible so that the best interpretation of what is being communicated can be gained. In one extreme case, a project director had difficulty with a 19-year veteran teacher participating in a mathematics project. The teacher, in spite of every strategy the director could devise, resisted using the packaged materials with the coordinated diagnostic tests that formed the basis of the project. The project director went to the superintendent with her perception of the problem — an uncooperative teacher who was not committed to work in a way which was obviously in the best interests of students. The superintendent, swamped with ten thousand things to do, replied to the explanation of the problem by telling the project director that she could do what was necessary to solve the problem. She promptly went to tell the teacher that she was relieved of her duties. The furor that resulted was tremendous. The principal was furious that the project director had acted without consulting him. The superintendent was placed in an embarrassing position. The project director was angry because she "had not been supported" in her decision, for the teacher in question was not dismissed from her duties. Clearer communications could have prevented these misunderstandings.

Student involvement in implementation can take many forms. This group is normally viewed as the target of a project, the group that is "done to." The selection of a small but varied group of students to provide project instructors and project leadership with feedback is an idea of merit. The information that these students give is probably the information they are carrying home about the project. It would be nice to know what they are saying.

Publicity about the project becomes a matter of reporting what is happening currently and what is expected to happen in the future. This kind of information should go to the community, to parents, to project instructors, to administrators and to any other person who might have some impact on the project. System personnel who are not directly involved in the project also need to know what is happening. A newsletter is one way of doing this. Good relationships with local media are valuable for this function. Articles in a local paper and announcements on a local radio station reach large audiences quickly. PTAs can be effective organizations for distributing information and for generating questions and focusing community concerns. Work as closely as possible with these groups, either directly or through a committee member from the steering group. By whatever channels available, **INFORM!**

Regrouping

Regrouping, or modifying the project as needs dictate, is a vital function of project leadership during implementation. Seldom will a project year go by without some alterations being required.

> "The one time you don't want to fail is the last time you try."
>
> "Essentially, research is nothing but a state of mind—a friendly, welcoming attitude toward change."

A few notions about needed modifications can be gained in talks with other adopters. However, regrouping is a site-specific function. Each site calls for slightly (sometimes drastically) different adjustments as the project proceeds. These needed modifications might arise out of some people-related need or in resource or process-related components. This last component — process — is most likely to surface as an area within which some sort of regrouping effort might be needed. However, the challenge of this function of implementation is that one never really knows where the adjustments are going to be needed. For example, the project instructors may not be receiving the information the project leader wants them to get or the project leader may not be receiving the information that the instructors would like for him/her to have. The building contact person selected earlier may not understand the communications part of his/her role or may not feel comfortable doing what is needed in the role. Either that person will have to do the things asked or another person will need to be selected, because the project can not afford a weak communications link. In other examples, the task given to a sub-committee might have to be changed, or an adjustment in some ineffective process may be necessary. The materials used by instructors may not facilitate the project the way they were envisioned, so they will have to be changed. In any of these examples, methods for dealing with changes should have been built in during pre-implementation and **must** be built in for implementation to run effectively. Flexibility is a very important facet of implementation. This is another argument for good monitoring and communication, since these two functions are critical elements which allow flexibility in a project implementation.

For most projects, two months into the program will be a critical time. Project instructors will be feeling the frustration of dealing with something new, but the glow of innovation will have worn off. In a large number of instances, the need for more staff training will become evident. This is a very important regrouping task. It is a good idea to consider bringing the developers in for assistance at this time. They can help look at what is being done and how it is being done and give recommendations about changes that might be considered. They can also give assistance to project instructors who may be having difficulty adjusting to new procedures. If the amount of paperwork is becoming a burden, perhaps the developers can make suggestions about how they dealt with this problem. If cross-grade grouping, or a similar technique, is presenting scheduling difficulties, they can assist in resolving the difficulties. Work with the developer and a good first-generation adopter just as closely in implementation as in pre-implementation. They can be of great assistance in helping with needed changes in the project.

If the project has been well planned, methods built in for monitoring and communicating, and methods built in for making needed changes, chances are the project will be a positive experience. There are no simple shortcuts for doing these things. These are hints that can help, but a certain amount of frustration is really an unavoidable part of this kind of venture.

"The world hates change; yet it is the only thing that has brought progress."

"A man must have a certain amount of intelligent ignorance to get anywhere with progressive things."

"Incurable diseases are only those the doctors don't know how to cure."

IMPLEMENTATION CHECKLIST

Unlike the Pre-Implementation Checklist which is designed as a check on progress at the end of that phase of planning, the Implementation Checklist is designed more as a formative process check to be used all along **during** implementation. The project director or steering committee would do well to begin referring to this list of 17 items during the first meetings early in implementation. This list can be used until the director or committee judges that the innovation is well established and can operate without continuous monitoring, whether that is after one year or five. Before an improvement is institutionalized and treated as part of the status quo in the system, implementors should be able to answer "yes" to all 17 questions. Many projects have withered and died after a year of successful implementation due to a lack of continued attention to the kinds of details presented in this list.

YES	NO	ARE YOU . . .
☐	☐	1. checking to see that all of the project participants understand what they are supposed to be doing?
☐	☐	2. testing the communications network to see if it is functioning as you intended it to function?
☐	☐	3. making sure the resources are present in sufficient quantity and quality?
☐	☐	4. listening to student complaints about the project? Are they valid?
☐	☐	5. receiving support from leadership persons now that the project is actually under way?
☐	☐	6. satisfied that the community is sufficiently aware of the goals and expected products of the project?
☐	☐	7. meeting your timeline with products and/or events?
☐	☐	8. contacting the parent project about any additional staff training which might need to be done?
☐	☐	9. utilizing the management structure so that all participant groups have influence on decisions?
☐	☐	10. preparing for any needed alterations in methods, timeline or resources?
☐	☐	11. creating an environment which causes project participants to be comfortable in discussing their feelings with you?
☐	☐	12. utilizing the media for publicity about the project?
☐	☐	13. seeing evidence that the formative evaluation plan is functioning?
☐	☐	14. preparing for summative evaluation?
☐	☐	15. satisfied with the degree of involvement of the various component groups?
☐	☐	16. maintaining a sufficient degree of flexibility to allow needed changes to occur?
☐	☐	17. giving thought to continuation of the project into another school year, and/or expansion of the project into other sites?